



Ford Elementary

601 Lucas Avenue
Laurens, SC 29360

Grades	PK-5 Elementary School	
Enrollment	488 Students	
Principal	Dianne Simmons	864-984-3986
Superintendent	Dr. Billy R. Strickland	864-984-3568
Board Chair	Rev. Charlie Short	864-681-3664

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	Below Average
2006	Average	Below Average
2005	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

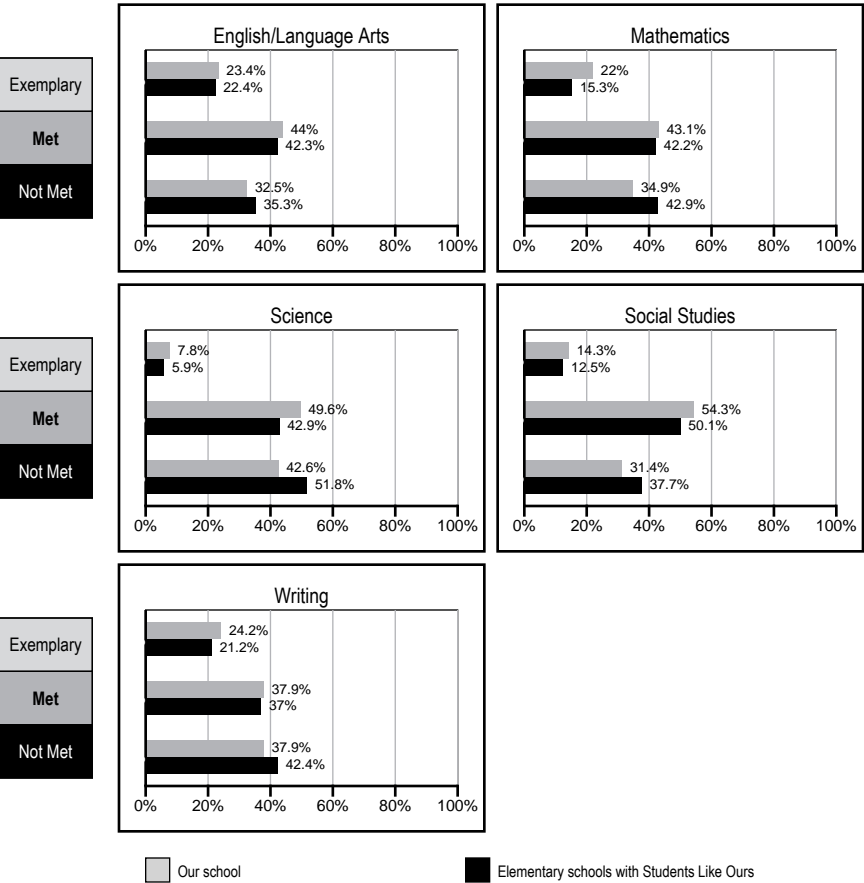
96.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	3	74	63	32

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=488)				
First graders who attended full-day kindergarten	100.0%	Up from 92.0%	100.0%	100.0%
Retention rate	7.6%	Up from 4.9%	2.5%	1.9%
Attendance rate	95.8%	Up from 95.6%	96.0%	96.3%
Eligible for gifted and talented	2.2%	Down from 2.4%	3.3%	10.0%
With disabilities other than speech	7.9%	Up from 7.3%	7.6%	7.7%
Older than usual for grade	6.0%	Down from 6.9%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.6%	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	57.6%	No Change	57.1%	59.4%
Continuing contract teachers	84.8%	Up from 81.8%	71.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.2%	Up from 85.5%	82.1%	85.9%
Teacher attendance rate	95.7%	Up from 95.0%	95.2%	95.1%
Average teacher salary*	\$46,143	Up 3.3%	\$45,790	\$47,149
Professional development days/teacher	8.6 days	Down from 10.2 days	10.9 days	11.1 days
School				
Principal's years at school	1.0	Down from 4.0	3.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Up from 17.1 to 1	16.8 to 1	18.8 to 1
Prime instructional time	91.2%	Up from 88.9%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	69.9%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$6,792	Up 6.6%	\$8,621	\$7,458
Percent of expenditures for instruction**	65.6%	Up from 63.9%	68.3%	68.8%
Percent of expenditures for teacher salaries**	62.0%	Up from 59.7%	62.1%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Ford Elementary students and staff are "Proud, Productive, Respectful and Responsible." We believe in a positive behavior management system. Through such a system, we have managed to reduce the negative behavior in our school by "leaps and bounds." Academic success is a vital part of our school environment. Teachers strive to differentiate instruction while meeting the needs of every child. We believe that Reading is the key to overall academic success. In order to help encourage summer reading, each student was given the opportunity to choose four books to take home. Our students were so excited about their new books. Ford Elementary is a focal point of our local community. We are proud of its rich and long history. Ford is a Title 1 school with a large ESOL population. We work hard at celebrating our differences and trying to learn more about each other's culture. Ford is full of "wonderful" students and a very dedicated faculty/staff. We are proud to be Ford Eagles. Dianne Simmons, Principal; April Navarro, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	58	20
Percent satisfied with learning environment	95.2%	91.4%	85.0%
Percent satisfied with social and physical environment	95.2%	91.2%	89.5%
Percent satisfied with school-home relations	76.2%	85.7%	80.0%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress	YES
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This school met 25 out of 25 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	228	100	32.4	43.8	23.8	82.9	85.4	82.8	Yes	Yes
Gender										
Male	123	100	43.1	35.8	21.1	75.2	81.5	79.3	N/A	N/A
Female	105	100	20.8	52.5	26.7	91.1	89.5	86.5	N/A	N/A
Racial/Ethnic Group										
White	115	100	24	44.2	31.7	88.5	89.5	89.5	Yes	Yes
African American	52	100	37.8	44.4	17.8	75.6	77.1	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	58	100	44.8	39.7	15.5	77.6	80.1	76.5	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	31	100	73.3	20	6.7	43.3	62.4	52	I/S	I/S
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	58	100	44.8	41.4	13.8	77.6	79.7	75.1	Yes	Yes
Socio-Economic Status										
Subsided meals	203	100	33.2	43.9	23	81.8	81.5	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	228	100	34.8	42.9	22.4	77.1	81.1	78.9	Yes	Yes
Gender										
Male	123	100	35.8	41.3	22.9	72.5	78.5	77	N/A	N/A
Female	105	100	33.7	44.6	21.8	82.2	84	80.9	N/A	N/A
Racial/Ethnic Group										
White	115	100	31.7	42.3	26	78.8	84.9	87.2	Yes	Yes
African American	52	100	46.7	40	13.3	71.1	72.8	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	58	100	32.8	44.8	22.4	77.6	80.8	76	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	31	100	90	6.7	3.3	23.3	50.8	45.5	I/S	I/S
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	58	100	34.5	43.1	22.4	75.9	79.7	76.1	Yes	Yes
Socio-Economic Status										
Subsided meals	203	100	35.8	41.7	22.5	76.5	76.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	154	100	42.3	49.3	8.5	57.7	65.7	67.5
Gender								
Male	77	100	46.4	42	11.6	53.6	65.3	67
Female	77	100	38.4	56.2	5.5	61.6	66.1	68
Racial/Ethnic Group								
White	78	100	36.1	54.2	9.7	63.9	74.5	79.5
African American	35	100	51.7	41.4	6.9	48.3	48.5	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	38	100	50	42.1	7.9	50	53.2	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	23	100	81.8	13.6	4.5	18.2	38.1	35.6
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	46.1
English Proficiency								
Limited English Proficient	38	100	50	42.1	7.9	50	52.9	59.6
Socio-Economic Status								
Subsided meals	135	100	43.2	48	8.8	56.8	58.2	55.1

Social Studies								
All Students	152	100	31.4	54.3	14.3	68.6	69.3	72.3
Gender								
Male	91	100	35	51.3	13.8	65	66.6	71.5
Female	61	100	26.7	58.3	15	73.3	72.1	73.2
Racial/Ethnic Group								
White	76	100	25.4	52.2	22.4	74.6	74.3	80.7
African American	33	100	30	63.3	6.7	70	61.5	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	42	100	42.9	50	7.1	57.1	56.7	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	22	100	71.4	23.8	4.8	28.6	42.1	43.5
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	50.7
English Proficiency								
Limited English Proficient	41	100	46.3	46.3	7.3	53.7	55.6	67.9
Socio-Economic Status								
Subsided meals	138	100	32	54.7	13.3	68	63.6	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	223	99.1	37.9	37.9	24.2	62.1	72.1	70.2	95.8	96
Gender										
Male	119	98.3	45	42.2	12.8	55	65.4	63.2	95.8	95.9
Female	104	100	30.4	33.3	36.3	69.6	79.4	77.5	95.7	96.1
Racial/Ethnic Group										
White	111	99.1	30.5	41.9	27.6	69.5	76.3	79.1	94.5	95.6
African American	51	98	44.4	31.1	24.4	55.6	64.5	57.6	96.1	96.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	99.4	97.5
Hispanic	58	100	48.3	37.9	13.8	51.7	66	62.6	97.5	97.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.7	89.8	93.1
Disability Status										
Disabled	31	93.6	N/AV	N/AV	N/AV	6.9	30.8	26.1	94.7	95.1
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	54.7	94.4	94.4
English Proficiency										
Limited English Proficient	58	100	50	37.9	12.1	50	66.2	61.2	97.7	97.5
Socio-Economic Status										
Subsidized meals	198	100	38.1	37.6	24.3	61.9	67.9	58.9	95.9	95.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	79	100	36.5	35.1	28.4	63.5
	4	78	100	38.9	38.9	22.2	61.1
	5	71	100	20.3	59.4	20.3	79.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	79	100	40.5	39.2	20.3	59.5
	4	78	100	27.8	48.6	23.6	72.2
	5	71	100	35.9	40.6	23.4	64.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	41	100	47.4	44.7	7.9	52.6
	4	78	100	38.9	50	11.1	61.1
	5	35	100	43.8	53.1	3.1	56.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	38	100	36.1	55.6	8.3	63.9
	4	78	100	26.4	55.6	18.1	73.6
	5	36	100	37.5	50	12.5	62.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	80	98.8	41.3	33.3	25.3	58.7
	4	78	98.7	41.7	34.7	23.6	58.3
	5	65	100	29.7	46.9	23.4	70.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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